



Maria Fidelis
Catholic School FCJ

Behaviour Policy	
Committee	Curriculum
Author	Mark Anthony
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The FCJ Schools' Vision

Our vision is that FCJ schools are communities of personal and academic excellence.

Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

Our hope and expectation is that, through God's grace working in us all, each young person grows into their best self, with zest for life and the generosity and confidence to use their talents and gifts in the service of others.



Behaviour Policy

Mission Statement

Maria Fidelis Catholic School FCJ is a learning community ***“growing together, through Christ, with courage, confidence and dignity”***

Vision Statement

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Strong in companionship, the unique giftedness of every person in these faith communities is recognised, nourished and celebrated.

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Aims

- To reinforce and develop the uniqueness of each individual in their relationship to Christ, and their neighbour, and to develop a deep sense of responsibility in each of us for other individuals.
- Promote Gospel values and the teachings of the Catholic Church
- Support effective teaching and learning
- Foster mutual respect
- Prepare students for the adult world
- To foster an ethos of positive reinforcement for good behaviour and excellent work.
- To adopt an ethos whereby poor behaviour and work that is below standard results in very clear, consistent and fair sanctions for all.
- Our School’s Policy on Behaviour applies to each member of our school community. The key word is RESPECT - for God, for each other, for ourselves, for the environment, for learning.

Principles

At Maria Fidelis, we recognise that it is important to understand where a child is in terms of mental and emotional health and staff are dedicated to support the development of every child in our school. It is important that children learn how to manage relationships and are ready for the challenges of adult life and this requires experiencing descriptive feedback, reflection, modelling and teaching from adults and peers. Addressing early emotional developmental needs builds resilience, decreases the risk of mental illness, prepares children to take their place within a community and equips them to be ready and willing to learn.

We believe that behaviour is a communication of an emotional need (whether conscious or unconscious) and we acknowledge that all behaviour happens for a reason. Poor

behaviour is often to gain attention or stimulation or to avoid certain tasks or situations. Being 'fair', therefore, is not about everyone getting the same (equality) but about everyone getting what they need (equity). We want to help pupils to have better self-control so that they can interact and learn in a positive environment for all. We therefore believe that clear expectations for behaviour are imperative to achieve this goal.

Legal Framework

DfE guidance, 'Behaviour and Discipline in Schools (2016)', has been taken into consideration when producing this policy. It outlines that:

- Teachers have power to discipline students for misbehaviour which occurs in school and, in some circumstances, outside of school
- The power to discipline also applies to all paid staff (unless the Headteacher says otherwise) with responsibility for students, such as teaching assistants
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- Governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

The School Rules

Our School Rules extend to *in the classroom, around the school and coming to and from school in our school uniform.*

- Arrive to and from school in correct school uniform;
- Follow classroom safety rules;
- Follow all instructions given by the staff of the school immediately;
- Attend all lessons and be on time;
- Have journal and all necessary equipment;
- Stay on task, completing all work and allow others to do the same;
- Be polite and respectful to all including members of the public;
- Respect the environment- Put all litter in the bins and only eat in designated areas;
- Keep all prohibited items* off school premises;
**chewing gum, jewellery, cosmetics, lighters, matches, tippex, cigarettes or any item the Headteacher deems to be a threat to the health and safety of others.*
- Behave in an orderly way on footpaths, streets and on public transport protecting the good name of the school;
- Maria Fidelis Catholic School is a mobile phone free zone. This extends to tablets, smart watches and any other device which may be used to access the internet. If these devices are seen or heard throughout the school day, they will be **confiscated immediately** and only returned to a Parent/Carer. Refusal to hand these items over may result in a fixed term exclusion from school.

The well-being of the child is paramount and the school takes steps to ensure reasonable adjustments are made to support children with SEND.

Expectations of Dress

A high standard of personal appearance is expected and anyone arriving at school in non-uniform clothing/footwear may expect to be sent home to change. Hair colour and style must be appropriate for school.

Having a high standard of uniform requires sacrifice on a personal level: we cannot chase fashion. Students are asked to respect this, keeping their preference for a particular trend for evenings, weekends and holidays.

Responsibilities

Parent/Carer Responsibility:

Parents and Carers should take responsibility for the behaviour of their child within and outside the school. They are encouraged to work in partnership with the school to assist the school in maintaining high standards of behaviour by:

- Forming positive home school relationships;
- Signing the *Home School Agreement*;
- Discussing and enforcing the School Rules with their child;
- Responding promptly to communication from school such as letters/telephone calls;
- Attending meetings to discuss their child's behaviour and progress in school.

Student Responsibility:

Students will be expected to take responsibility for their own behaviour by:

- Treating all members of staff, pupils and members of the public with respect;
- Following instructions immediately;
- Being aware of and following the School Rules both in and out of school;
- Understanding that unacceptable behaviour sanctions are a result of choosing to break the School Rules.

Staff Responsibility:

The School takes responsibility for:

- Setting high standards for work and behaviour as per teacher core standards;
- Being fair and consistent in the implementation of the School Rules;
- Treating students as individuals and with respect;
- Forming positive Home-School relationships and communications;
- Responding promptly to communication from parents including telephone calls and letters.

Positive Behaviour System for Students

This is based on the 3 principles of consistency, clarity and accountability:

Consistency	– everyone will follow the same system
Clarity	– expectations of behaviour are clear to you at all times
Accountability	– YOU are responsible for YOUR behaviour

Rewards

At Maria Fidelis, we promote good behaviour through a mixture of high expectations, clear policy and an ethos which fosters discipline and mutual respect between staff and students. We have a range of options and rewards to reinforce and praise good behaviour.

The **Merit System** aims to reward students for excellent behaviour throughout each half term. Every student receives 100 merits at the beginning of each new half term and merits may be lost for the following reasons:

- Lateness to school
- 'Red dot' recorded on Progresso
- Attendance falling below 95%
- Detention
- Failing to complete homework
- Insufficient classwork
- Bringing prohibited items into school (chewing gum, fizzy drinks, etc)
- Being referred to the Pupil Engagement Centre for behavioural reasons
- exclusion

Pupils may also gain merits for the following:

- Improved punctuality to school
- 'Green dot' recorded on Progresso
- Attendance rising to above 95%
- Excellent effort for homework
- Outstanding contribution to class

These examples of good behaviour can be used to restore pupils to their 100 merit status, unless a serious breach of rules has occurred. The decision to allow pupils to take part in rewards day will be made by the assistant headteacher in charge of each key stage and a child's behaviour over the course of a half term will be taken into consideration.

The Merit Boards in school are updated each fortnight so each student can see how they are performing. Students who retain 100 merits each half term will be rewarded with an own clothes day and/or a trip out of school each term.

We recognise that many of our students make significant contributions to the school in a variety of ways. We have a number of other strategies that run alongside our merit system which encourage students to live out the FCJ values. Below are some examples of these:

Each month a student is nominated for a Jack Petchey Award. Students are given this award for being examples to others. They may be recognised for a single action, such as helping a member of the public, or for consistently demonstrating values of kindness, decency, consideration for others and respect.

For World Book Day, teachers nominate students to receive a free book in recognition their efforts to improve their literacy skills and enthusiasm for reading.

Students get rewarded at the end of each term in a rewards assembly. Rewards are given for 100% attendance, improvement in academic achievement in different subjects, effort and behaviour.

Year 11 is a particularly stressful year, so every week in assembly, a small award is given to the student with the most positive comments. This had led to a huge increase in the number of positive comments and students are keen to see how they have done each week.

All students in Year 8 do work experience for a day; they work in the front office and do a range of jobs including answering the phone, delivering messages, sorting out the post and greeting visitors. The office staff nominate an employee of the week for an award and then a prize is given for employee of the year. Any student who works well is presented to a member of the senior leadership team at the end of the day to be congratulated for the effort they have made.

In addition to this, individual teachers recognise the efforts made by students by phoning parents and sending postcards home.

Classroom Sanctions

The teacher is in charge in the classroom and students are expected to learn. The positive behaviour system has been developed to encourage positive learning habits both inside and outside the classroom. A clear focus on these good learning habits and a positive attitude to learning is the key to the right start every day at Maria Fidelis and the foundation for future success.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices – remind the pupil they need to make good choices.
- Fresh start- although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

Following this up with immediate and clear sanctions is also important to ensure students do what is required each day.

Sanctions Route

We make every effort to ensure that rules are maintained as consistently as possible, but we do take considerations such as SEND and other contextual factors into account when making decisions about using sanctions. We are also aware that sanctions may not be equally effective with all groups of students and so discretion must be used.

Detentions are issued when students choose to not follow the school rules.

Parents/carers will always be informed by text or email.

Students must attend the detention on the same day or, if issued in the afternoon, the following day

Failure to attend a detention will result in a longer detention the following day and/or a Saturday detention.

Students receiving 10 negative comments will be monitored closely and their parents informed. If they receive 3 further negative comments within 3 weeks, they will have an additional weekly 2 hour detention – ‘5 o’clock club’. This will be reviewed every 3 weeks. If students gain more than 3 negative comments within 3 weeks, the sanction will continue. If they receive 3 or fewer logs, the sanction will be removed, but they will continue to be monitored. This is in addition to any sanction imposed for the negative comments themselves.

The St Ignatius Centre (Student Discernment Centre)

As a result of the school having to make changes after the outbreak of COVID19, we have been unable to implement this strategy, but it remains a priority for the school.

Students may be placed the St Ignatius Centre as a result of a serious misdemeanour or part of a planned intervention to help them avoid exclusion from school. There will be a range of interventions in place to address the social, emotional and physical well-being of students and help them reintegrate back into the main school; these include:

- Mentoring
- Counselling
- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents
- Programmes of PSHE, (Personal, Social, Health Education) and Citizenship are used to provide rich opportunities which are part of all areas of school life and learning;
- Enabling children to take responsibility for themselves and their actions
- Reflect on negative incidents as an opportunity for learning
- Support for students and families around attendance and punctuality
- Restorative justice
- Peer-to-peer support,
- Collaboration with teachers

St Ignatius Staff will also provide training and support to teachers through the school to ensure quality provision. This training will focus on strategies for behaviour management, motivating students and restorative practice. St Ignatius staff will also identify and develop links with local services to support families.

Referral to the St Ignatius Centre will be to help students identify where they have gone wrong and it is intended to avoid an exclusion. Parents/carers will be informed of a referral either by letter or telephone. If the referral is planned then students will be expected to report to reception at 9.00am and they will be taken there by a member of staff.

There will be an opportunity for students to reflect on the issue and repair the relationship with the class teacher.

All students who attend the St Ignatius Centre, whether planned or reactive, will be released at 4.00pm. Mobile phones must be handed in at the beginning of each day and they will be held securely until 4.00pm.

Any pupil who refuses to engage with the St Ignatius Centre may be excluded and would complete their intervention the following day.

Around the School including to and from School

- Lateness to school results in a late detention that same day from 10 minutes (8.30-40) up to one hour depending on the number of minutes the student is late.
- Students will be sent home for wearing incorrect uniform or being in possession of non-uniform items (see uniform policy) and asked to leave at home items of clothing that are non-uniform items. They are expected to return to school immediately.
- Sanction will vary according to the degree of the offence, how often the offence is repeated and will range from a detention (including on a Saturday morning for more serious breaches of the Behaviour Policy), to an isolation and/or a fixed term exclusion from school. Inclusion is considered in all instances.

Specific to Covid-19

- Students to remain in designated areas as allocated by staff
- Students to follow teacher instruction on entering/exiting building taking social distancing into account
- If students sneeze or cough they need to use a tissue and once used it should be disposed of in a bin immediately and hands should be washed
- Students should not share any equipment with anyone else- they are to bring their own: pen, pencil, ruler, calculator and planner to school. No equipment will be provided by school
- Toilets to be used in line with social distancing standards and as directed by staff- all to wash hands upon entrance and exit of toilet
- If a student breaches any of the above points or deliberately coughs, sneezes, spits or touches another person then it will be treated as a serious breach of our behaviour policy and appropriate sanctions will be enacted

Objectives for regulating offsite behaviour

In accordance with the Education and Inspections Act (2006) the same expectations of behaviour are expected of our students when they are recognisable as a member of our school both on and off the school site. Therefore our objectives are:

- to maintain good order on transport, educational visits or other placements such as work experience or vocational courses
- to secure behaviour which does not threaten the health or safety of students, staff or members of the public
- to provide reassurance to members of the public and thus protect the reputation of the school
- to provide protection to individual staff from harmful conduct by students of the school when not on the site

Possible criteria for regulating off site behaviour:

The school will act reasonably both in relation to expectations of student behaviour, and in relation to any measures determined for regulating behaviour by students, when off the school site.

The school will decide what to take into account in deciding whether a rule or sanction in a particular case is reasonable. The following factors will be taken into account (which may not all apply to every incident):

- The severity of misbehaviour.
- The extent to which the reputation of the school has been affected.
- The extent to which the behaviour in question would have repercussions for the orderly running of the school, and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of the staff).
- Whether the misbehaviour in question was on the way to or from the school, outside the school gates, or otherwise in close proximity to the school.
- Whether the misbehaviour was whilst the student was on work experience, taking part in a further education course as part of a school programme, or participating in a sports event with another school (i.e. when the student might be expected to act as an ambassador for the school), which might affect the chance of opportunities being offered to other students in the future.

Very Serious Misbehaviour

- Persistent disruption to the teaching and learning in lessons;
- Misuse of social media
- Making a false or malicious allegation against a member of staff
- Refusal to follow instructions from members of staff
- Bringing banned items into school
- Repeated breaches of the School Rules;
- Inappropriate sexualised behaviour such as sexual language and sexual bullying, which can include explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance or inappropriate touching.
- Sexual assault, which is defined as any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation

- Swearing, threats or using abusive language to staff or other students;
- Bullying including cyber-bullying;
- Vandalism/Theft;
- Fighting / Organised wrongdoing;
- Behaviour likely to put the student or others at risk, including setting off the fire alarm/misbehaving during fire practice;
- Smoking / Breach of School's Drug Policy;
- Racist, sexist, homophobic or discriminatory behaviour;
- Any of the above examples done in public, whilst wearing school uniform, thereby bringing the good name of the school into disrepute.

This is not an exhaustive list and the Headteacher may deem other behaviour to be a very serious breach of school rules.

Consequences for Very Serious Misbehaviour

The headteacher and governing board must comply with their statutory duties in relation to SEND when administering the exclusion process. This includes having regard to the SEND Code of Practice.

In the first instance:

- Fixed term exclusion (1-5 days: number of days dependent on incident).
- Parent informed and work sent home.
- Re-entry interview with parent and member of Senior Leadership Team.
- Put on report to the Head of Year for one week.

In the second instance:

- Longer fixed term exclusion (1-10 days: number of days dependent on incident). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed.
- Parent informed and work sent home.
- Re-entry interview with parent and member of Senior Leadership Team.
- On report to Assistant Headteacher for one week.

Further instances:

- Longer fixed term exclusion (1 to 45 days). From and including day 6 of the exclusion, the school will provide alternative provision on/off site and governors will be informed.
- Repeated exclusions may identify a pupil as at risk of permanent exclusion. In such cases, a Governors' Disciplinary Panel will be held to review school interventions and draw up a plan of support with the parent or carer to avoid permanent exclusion.
- Parent informed and work sent home.
- Re-entry interview with parent and Headteacher.

Permanent Exclusion

Repeated breaches of the School Rules are likely to affect the well-being of other members of Maria Fidelis Catholic School and will result in recommendation to the Governors for the permanent exclusion of the student concerned.

A single occurrence, depending on its severity, of the following is likely to result in immediate recommendation to the Governors for the permanent exclusion of any student who:

- a) uses or supplies any illegal drug on school premises;
- b) acts violently or aggressively, either physically or verbally, towards any member of the school's staff either in school, on an off-site activity, on the journey to or from school, or at any other time;
- c) makes a false or malicious allegation against a member of staff;
- d) acts violently or aggressively, either physically or verbally, towards another student or member of the public either in school, on the journey to or from school, or at any other time;
- e) displays unwanted sexualised behaviour towards another pupil or member of staff, including sexual assault;
- f) brings in or is found in possession of a prohibited or offensive weapon likely to cause harm to the school community;
- g) encourages or is seen to be in the company of those who are not members of the Maria Fidelis community and are deemed a threat to the safety of others.

November 2020

Signed by Chair of Governors:.....

Modesto Tondelli

Date:.....

Date of Review:.....

Appendix I

Strategies for Improving Behaviour

- Build relationships with parents to get them onside.
- Be as consistent and fair as you can. Do not have favourites and do not single out particular children as they are very sensitive about being picked on. This really matters to children!
- Have clear routines in your class so pupils know what to expect every lesson.
- Where possible deal with behavioural problems yourself rather than pass on to others.
- Practise de-escalation by being in control.
- Use pre-emptive steps to discourage poor behaviour. Hand signals, eye contact and facial expressions can send a clear message.
- Insist on one voice ONLY in the classroom. Phrases such as, “Just waiting for 100%” can be effective in getting everyone’s attention.
- We do not advise staff to write names on the board, as it can antagonise children.
- Try not to let children see that they are irritating you; sometimes they see this as a goal.
- Say what you mean. Telling children to “behave” or “be good” can be too vague, particularly if they have SEND. Explain exactly what good behaviour looks like. For example: “Take out your books and sit quietly.”
- Make sure the pupils understand the expectations and consequences.
- Avoid having distraction in class. Again, SEND children need calm environments and the layout of your room can contribute to this. It also sends a message about your expectations.
- Ensure that all pupils can access the curriculum. Provide lessons that they can engage with and participate in.
- Do not allow situations to develop in front of other pupils. Avoid a situation where either the teacher or the pupil has to lose face in front of others
- Praise in public, discipline in private. BUT – make sure that the praise is brief and earned. Children can sense when they are being patronised.
- If you have a pupil who can be disruptive, ask a question that you know he/she can answer in order to build confidence.
- Model the behaviour and attitudes you wish to see in the pupils.
- If you have a pupil who has difficulty managing his/her anger, allow him/her to have a chance to cool off. This is very effective in de-escalation.
- Have high but not impossible standards.

Appendix II Searching Students

Please click on this [link](#) to access guidance issued by the Department for Education in January 2018 entitled 'Searching, Screening and Confiscation' which is applicable for all schools in England, and which we follow at Maria Fidelis:

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent*, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs and legal highs
- controlled and prescription drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

We follow very clear guidance issued by the Department for Education in January 2018 'Searching, Screening and Confiscation;' reference paragraph 15, which is copied below for parents'/carers' benefit.

*The ability to give consent may be influenced by the child's age or other factors.

Statutory guidance for dealing with electronic devices

"Where the person conducting the search finds an electronic device that is prohibited by the school rules or that they reasonably suspects has been, or is likely to be, used to commit an offence or cause personal injury or damage to property, they may examine any data or files on the device where there is a good reason to do so. They may also delete data or files if they think there is a good reason to do so, unless they are going to give the device to the police. This power applies to all schools and there is no need to have parental consent to search through a young person's mobile phone if it has been seized in a lawful 'without consent' search and is prohibited by the school rules or is reasonably suspected of being, or being likely to be, used to commit an offence or cause personal injury or damage to property."